IISP Support Plans

As a result of participating in this segment of training, you will be able to:

- 1. Recognize the difference and use of an Individual Service Plan ISP (state's assessment) and an Individual Instruction and Support Plan IISP (agency's plan to support person)
- 2. Recall attributes of the IISP
- 3. Debate the merits of at least 3 key elements of interactive planning by explaining the value of each element, or the loss that would occur if the element were not included in the planning
- 4. Recognize sections or domains of an Individual Instruction and Support Plan (IISP)
- 5. Generalize the broad range of activities that may be considered when developing individual plans
- 6. Distinguish between what is "important to" the individual and what is "important for" the individual
- 7. Recount the process from which interactive plans are developed





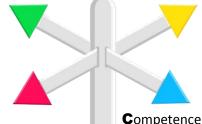


















Health and Safety Integration

Relationships

Power and Choice

Status

Residential Service **Guidelines**

Collective Vision, Inspiration, and Together into the focus on adaptations, and accessibility

Team Approach

People who know and care about the person are in this together for him/her

Whole to on deficiencies Capacities and

Invention and Experimentation

Trying new things and beating a new path past former obstacles if necessary

Cultural and Ethnic Connecting and celebrating and connecting and connecting and celebrating spiritual

disting about me .. without me!

Key Elements of Interactive **Planning**

Collaboration

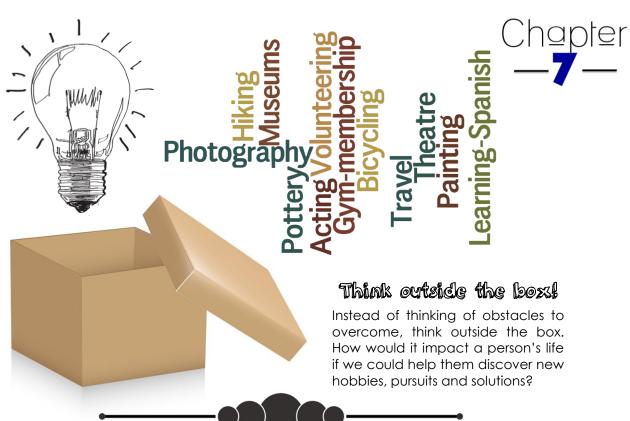
Input from team members based on the person's desire to meet his/her goals and an improved quality of life

Interests and Choice

A person centered approach of not just what is important to him/her but also important for him/her

Service Guidelines Considerate of community inclusion, relationship building, Dersonal strenomorship comomor improvement historical information,



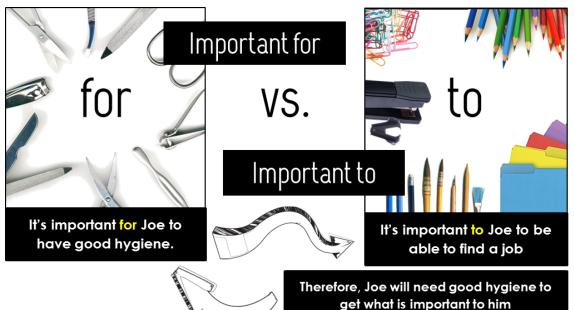


Communicating with individuals from **THER** perspective:

 \Rightarrow what is **IMPORTANT TO** them,

rather than from <u>w</u>r perspective:

what we believe is **IMPORTANT FOR** them is not only more **PERSON-GENTERED**, it is more **IFECTIVE** and **MOTIVATING**.



Example of Teachable Steps for Using a Phone



Grasp phone receiver.

ABC)

Place listening part of receiver to ear.

DEF 3

Lift receiver to above the shoulder.

GHI 4 Using the other hand, touch the first number to be entered on the cue card and say it aloud.



Move your finger to the matching number printed on the phone and push buttons.



Push the button on the telephone.



Repeat steps 4-6 for each number.



Pause and listen for phone to ring.

How would you instruct an individual using prompts?

Independence
Indirect verbal and nonverbal
Direct verbal and nonverbal
Modeling
Partial physical assistance
Full physical assistance